

Module specification

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Module Code	EDY508
Module Title	Social and Emotional Development in Children and Young People
Level	5
Credit value	20
Faculty	Faculty of Social and Life Science
HECoS Code	100463
Cost Code	GAEC
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BA (Hons) Childhood and Adolescent Studies	Core

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	30 hrs
Placement hours	0 hrs
Guided independent study hours	170 hrs
Module duration (Total hours)	200 hrs

Module aims

This module aims to:

- Provide learners with a comprehensive and critical understanding of the psychological and sociological theories underpinning social and emotional development from infancy through adolescence.
- Examine how external "ecological" factors - including socio-economic status, cultural identity, and digital environments - intersect with biological development to shape mental health outcomes.
- Equip students with the skills to identify and interpret subtle indicators of social and emotional distress, distinguishing between typical developmental challenges and significant mental health concerns.

- Enable students to utilise research and theory to design, justify, and evaluate practical strategies that promote resilience and holistic wellbeing within professional settings.
- Encourage learners to reflect on their own professional values and encourage a holistic approach to Wellbeing and mental health.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Demonstrate a critical understanding of social and emotional development across childhood and adolescence
2	Critically explore factors impacting social and emotional wellbeing and mental health across childhood and adolescence
3	Analyse the legislative frameworks governing the support of mental health and wellbeing for children and young people
4	Justify evidence-informed strategies to support wellbeing within a chosen professional setting

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Students are to design a Wellbeing Toolkit for a specific professional setting.

- Create a visual guide or checklist of key "red flag" and "protective" indicators for social and emotional development tailored to their chosen age group.
- Propose two evidence-informed strategies or interventions designed to promote holistic wellbeing in that setting.
- In the recorded pitch, students must justify their strategies by linking them back to the research and theories discussed in the module

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2, 3, 4	Poster & Recorded Presentation	3,500 words equivalent	100%	N/A

Derogations

N/A



Learning and Teaching Strategies

The learning and teaching strategy for this module is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include opportunities for both synchronous and asynchronous learning. This module is designed for both blended (classroom/online) and online only delivery. Full-time students will experience this module as a blend of classroom and asynchronous online delivery. Classroom learning and activity will be complimented by online materials to further engage and extend student learning.

Welsh Elements

- Contextual links will be made between theories and the new Curriculum for Wales
- Incidental Welsh will be used verbally and included in session plans
- First language Welsh speakers will be encouraged to submit their work in Welsh

Indicative Syllabus Outline

- Contemporary attachment theory
- The social brain: the neuropsychology of social-emotional development, focusing on the "remodeling" of the brain during puberty.
- The construction of identity
- Ecological Systems in practice
- The psychological impact of the digital age on adolescent mental health
- The spectrum of wellbeing
- Contextual influences on wellbeing and mental health
- Neurodiversity and social inclusion
- Identifying indicators and intervention
- Evidence informed strategies of intervention
- How does the law apply to children and adolescent mental health and wellbeing?

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Garvey, D. (2018), *Nurturing Personal, Social and Emotional Development in Early Childhood: A Practical Guide to Understanding Brain Development and Young Children's Behaviour*. London: Jessica Kingsley Publishers.

Mitchell, P. and Ziegler, F. (2012), *Fundamentals of Developmental Psychology*. 2nd ed. [London]: Psychology Press.

Other indicative reading:

Goldberg, J.M., Sklad, M., Elfrink, T.R., Schreurs, K.M.G., Bohlmeijer, E.T. and Clarke, A.M. (2019), Effectiveness of interventions adopting a whole school approach to enhancing social and emotional development: a meta-analysis. *European Journal of Psychology of Education*, [online] 34(4), pp. 755–782. Available at: <https://link.springer.com/article/10.1007/s10212-018-0406-9>



Administrative Information

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